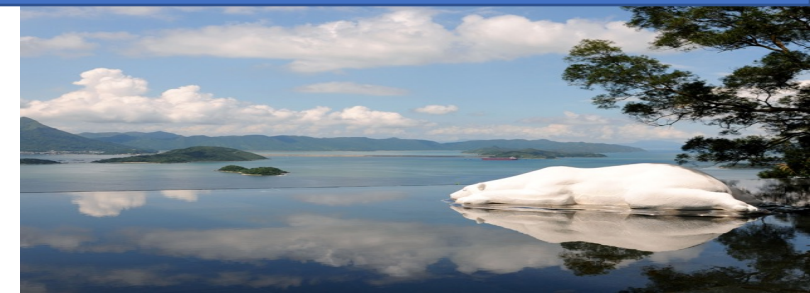
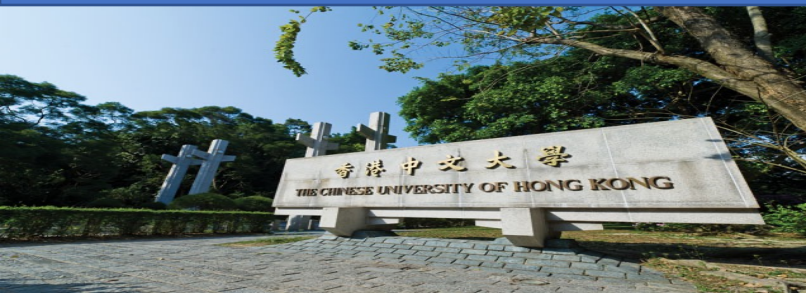


Promoting **Active Learning** and **Student Engagement** in **Learning-centred Teaching**

8 March 2023



What is happening in the classroom





Activity One



<https://mibrightfuture.org/engaging-students-with-active-learning/>

Step One - Individual work

- Were the students engaged?
Yes / No
- On the post-in note, write **one factor** that may have made them engaged / disengaged.

Step Two - Group of 3 or 4

- Agree on two major factors.
- Report these two factors.



Major factors

Let us step back

- Would you describe yourself as 'engaged' just now?
- What made you engaged / disengaged?

Two groups of factors

Internal

- Interest
- Motivation
- Expectation
-

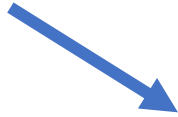
External

- Context
- Task design
- Task demand
- Difficulty level
- Timing
- Organisation
-

Some premises about teaching and learning

1. Teaching and learning

Teaching



Learning



Two sides of a coin?

Teaching  Learning ?

2. Teaching

To bring about **changes** in learners

Do not
know



Know

Cannot do



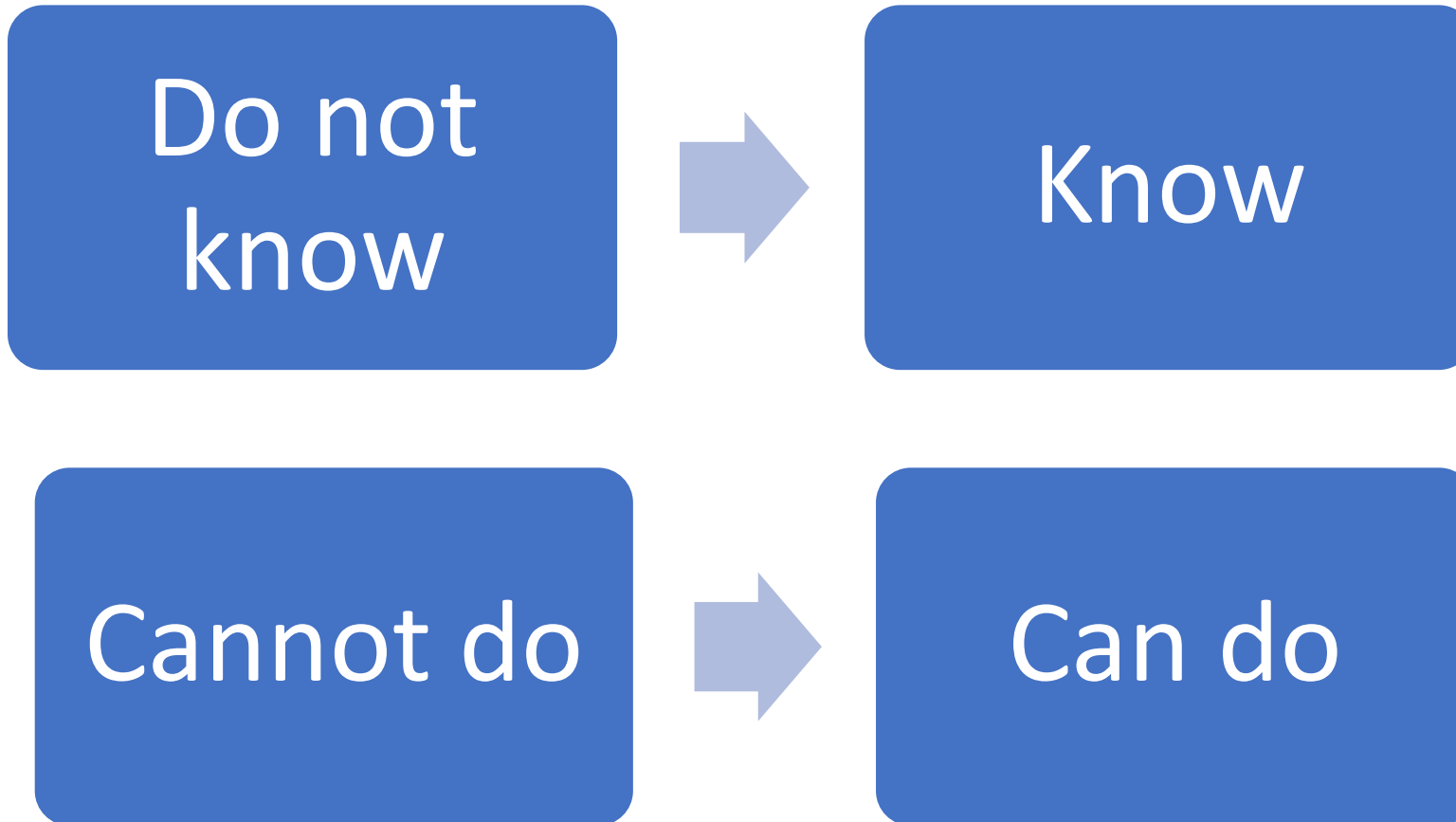
Can do

Teaching

Providing **structured learning experiences**
to bring about intended changes in learners

Learning

Learning takes place when learners **CHANGE**



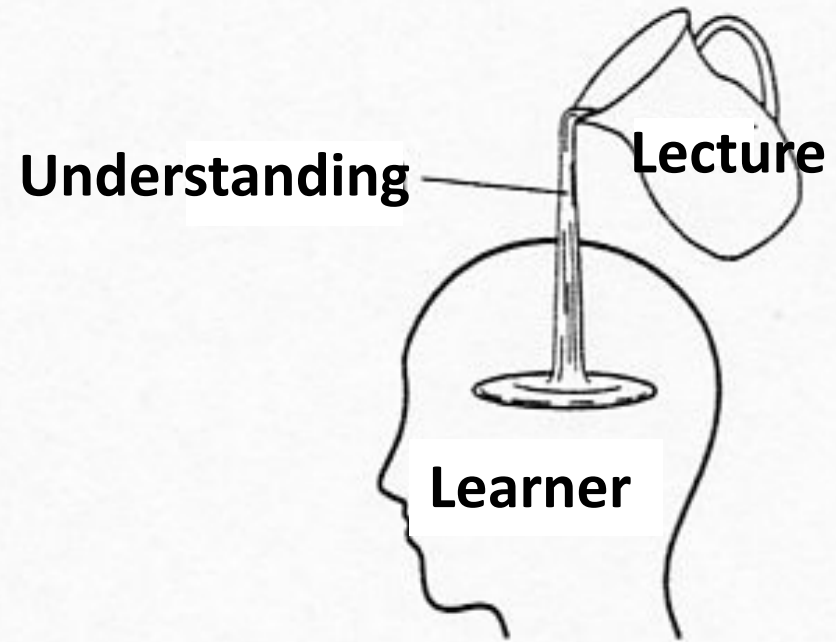
3. How we learn - A constructivist approach to knowledge acquisition

Learners bring with them the following to our classes

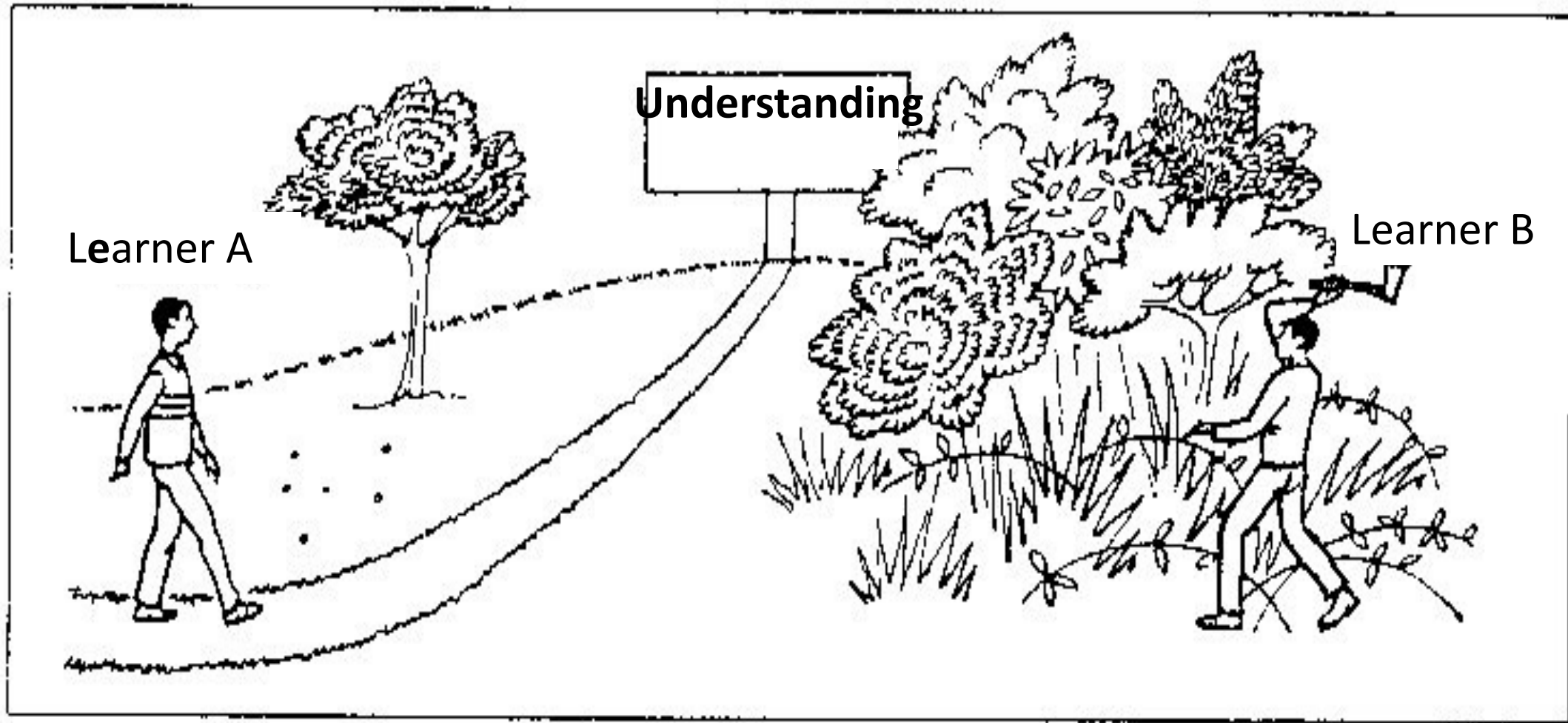
- World knowledge
- Knowledge about the discipline
- Knowledge about what you are going to teach them



new knowledge is **constructed**



Adapted from: Nuttall, C. (1996). *Teaching reading skills in a foreign language (New Edition)*. Oxford : Heinemann International.



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4. The efforts of the learners are critical

- It is changes taking place in the learners that we would like to see.

No Pain No Gain

- Teachers facilitate the changes



5. Role of classroom participation

Classroom participation plays a crucial role in students' learning development

Key concepts



**Student
Engagement**



**Active
Learning**



**Learning-centred
Teaching**

Learning-centred Teaching



**Student
Engagement**

**Active
Learning**

Learning-centred teaching (Blumberg, 2019)

An educational practice focussing on

- What students are learning
- How they are learning
- Application of learning in meaningful ways

Blumberg, P. (2019). Making Learning-Centered Teaching Work: Practical Strategies for Implementation. US: Stylus Publishing.

Learning-centred teaching

An educational practice focussing on

- **What** students are learning
- **How** they are learning
- **Application** of learning
in meaningful ways




- ❖ Content
- ❖ Process
- ❖ Use

Blumberg describes

‘ ...features student-to-student **interactions** where students **actively create meaning** with the content and then **integrate** this new content with real world application’ (page 4, Blumberg 2019)

In learning-centred courses

Students

- understand why they need to learn the content
 - have a self-awareness of their learning abilities and how they acquire knowledge
 - can use knowledge to solve problems
 - can communicate their knowledge outside of the classroom
- 
- Meta-cognitive awareness
 - Problem solving skills
 - Communication skills

Using Learning-Centred Practices

- Improves students' attitudes and intrinsic motivation and critical thinking (Cheang, 2009)

Cheang, K. I. (2009). Effect of Learner-Centered Teaching on Motivation and Learning Strategies. *American Journal of Pharmaceutical Education*, 73(3), 1-8.

- Promotes higher quality student work (Kahl & Venette, 2010)

Kahl, D. H., & Venette, S. (2010). To lecture or let go: A comparative analysis of student speech outlines. *Communication Teacher*, 24(3), 178-186.

- Fosters greater student learning and more authentic assessment (Hein, 2012; Saulnier, Landry, Longnecker, & Wagner, 2008)

Hein, S. (2012). The learner-centered classroom: A case for applying learner focused strategies. *Consortium Journal of Hospitality and Tourism*, 17(2), 27-39.

Saulnier, B. M., Landry, J. P., Longnecker, H. E., & Wagner, T. A., (2008). From teaching to learning: Learner-centered teaching and assessment in information systems. *Journal of Information Systems Education*, 19(2), 169-174.

Learning-centred teaching (Whetten, 2007)

Is closely related to

- Course design and
- Teacher – student interaction

Whetten, D.A. (2007). Principles of effective course design: What I wish I had known about learning-centred teaching 30 years ago, *Journal of Management Education*, 31,339-357.

Student engagement

Different levels of engagement

- Student participation in **university governance** (e.g. student representation on boards, student voice)
 - Student participation in **activities** (experiential)
 - service-learning
 - research with faculty
 - internship or field experience
 - study abroad
 - capstone project
- High impact practices (HIPs)
- Participation in **learning** (e.g. in the lecture hall)

Engaged or disengaged?



Image downloaded from
theconversation.com



Image downloaded from excite.com

Engaged or disengaged?



Image downloaded from ged578.pbworks.com



Chris Joseph Taylor

Image downloaded from slitech.wordpress.com

Indicators of engagement

- Degree of attention
- Level of interest
- Level of motivation
- Curiosity
- Passion that students show when they are learning
- Efforts
- On-task behaviours

Four types



Intellectual
engagement



Emotional
engagement



Behavioural
engagement



Physical
engagement

Active Learning



Chris Joseph Taylor

Active learning takes place when

- Students participate in the lesson beyond simply listening and taking notes
- Students **interact** directly and personally with the **content** through reading, writing, having conversations and reflecting on what they are doing

Active learners

- Usually take **ownership** of their own learning

They will not say

"I will do my work because I **HAVE** to"

- Instead they will say,

"I will do my work because I **WANT** to!"

Active learners usually

- Pay attention (alert, tracking with their eyes)
- Read / Listen
- Write
- Communicate – ask and answer questions
- Share views
- Follow instructions – on-task
- React – laugh (emotionally involved)
- Think - different levels of thinking

Outcomes of active learning

Active learning should transform students from passive listeners to **active participants** and helps students understand the content through

- inquiry
- gathering and analyzing data
- solving higher order cognitive problems

The three concepts are related

Learning-centred teaching provides learners the opportunities to engage in active learning.



The reality

In your classroom

Are students

- Bystanders

- Attendees

- Viewers or

- Participants

most of the time?


When do they usually participate actively?

Poll – Are your students active participants in the classroom?

- Log on to uReply

<http://uReply.mobi>

Scan the QR code

- No need to type your name
- Type in Session Number – M25940
- Click 'JOIN'. 
- Refer to the prompt and click the choice



Prompt

What percentage of your students would you describe as active participants of the learning process most of the time?

- 20%
- 40%
- 60%
- 80%
- 100%

The fact that students come to our lectures

Indicates that most of them want to

- learn
- interact with course content
- interact with the teacher
- interact with their peers

Why aren't they engaged / willing to participate?

- Habits of passivity?
- Failure to see value?
- Fear of criticism or of looking stupid?
- Feeling like the task is to find the answer that the instructor wants, rather than to explore the possibilities?
- Misconception about participation?
-

Why students do not volunteer answers?

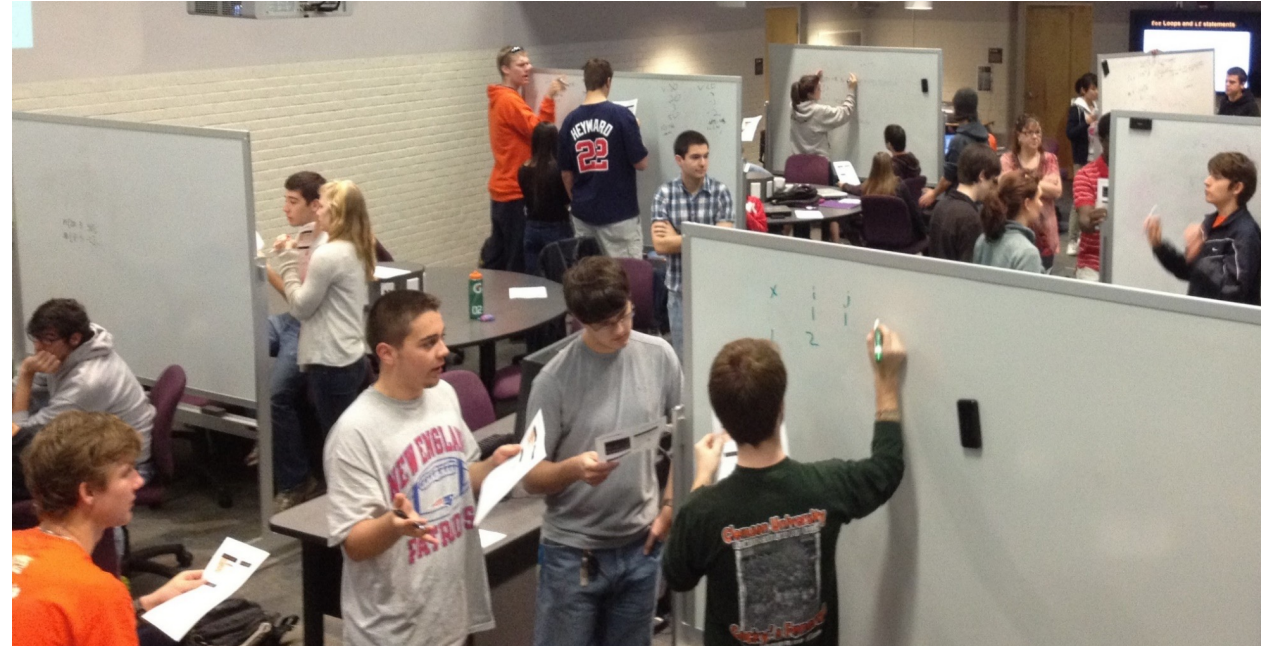
Our definition of university classroom

- Teachers have expectation of **normative behaviours**
- Students have expectation of **normative behaviours** in the classroom
- Some teachers / students may consider making contribution normative behaviour.
- Some teachers / students may consider not participating in discussion normative behaviour.

Chinese learners in the classroom

- What are their expectations of normative behaviours?
- What are our expectations of normative behaviours in the classroom?
- Do they align?

Promoting student engagement and active learning



Work on

1. What we as teachers can manipulate

- Course design
- Instructional design
- Learning activities
- Assessment
- Interaction with students



Determine
teaching
effectiveness

2. Our students

Activity Three – group task


- Suggest one strategy teachers can adopt to promote active learning / student engagement
 - Course design
 - Instructional design
 - Learning activities
 - Assessment
 - Interaction with students
 - Work on Students

Type your suggestions on uReply

- Log on to uReply

<http://uReply.mobi>

Scan the QR code

- No need to type your name
- Type in Session Number – M25941
- Click 'JOIN'. 
- Type your suggestions



Some strategies

1. Enhance student ownership of their learning
2. Enhance readiness for active learning
3. Manage student expectations
4. Foster an ethos of participation in the classroom
5. Design courses which meet students' future and immediate needs
6. Devise and organise learning activities that elicit participation

1. Enhancing student **ownership** of their learning

Ownership involves

- decision making
- responsibility
- accountability



Active
participation

At CUHK, funding schemes for teaching development projects on

- Engaging postgraduate students as partners in T and L (SaP)
- Enhancing student engagement and addressing students learning needs

We may involve students in

- Course content

- *Invite students to add their own learning goals that the class collectively agree to as a class*
- *Leave a part of a syllabus blank and invite students to work in small groups, propose topics and readings and ask the group as a whole to vote a topic up or down.*

- Learning activities

- *collect anonymous student expectations in terms of activities before the course starts. Act on some of the feedback.*

- Assessment

Teachers as **GATEKEEPERS**
Students as **CO-LEARNERS**

Assessment **as** learning (AaL)

- Assessment is part of learning (Dann 2002)
- Students **learn** through assessment

Dann, R. (2002). *Promoting Assessment as Learning - Improving the Learning Process*. London: Routledge

Assessment

Provides the opportunity for students

- to understand the **standard** of **good performance**
 - to identify learning gaps
- to **monitor** (self-regulate) their own learning towards the learning goals
- to learn how to use assessment for new learning
 - to understand, interpret and act upon **feedback**

Outcomes

- Students will take more **ownership** of their learning
- **Active** participants of the learning process
- Learning does not end when assessment is done
- Assessment will not be seen as a ‘necessary evil’
- Students may develop **evaluative expertise**.

Promoting AaL

- Peer assessment
 - Grading
 - Feedback
- Solicit student input
 - Grading rubrics
 - Assessment content and task design

Assessment literacy and feedback literacy

2. Enhance readiness for active learning

- Mindset

- They can appreciate the role of participation in their learning development

(Do my students know that they are **participants of their own learning**?)

- They value the opportunities of participation
- They respect diversity
- They are not afraid of making mistakes – **how teachers interact with them**
- Overcoming peer pressure
- Enhance confidence

Learn how to engage in active learning

- Skills and strategies
 - Ensure students have the skills and strategies required for active participation
 - Active listening, active reading, academic writing, intercultural awareness, etc
 - Ensure they know the etiquette in interacting in group settings
 - Self reflection – invite students to assess their participation, challenges and coping strategies

Teach students how to Learn

- Ensure students know how to learn (learning strategies)
 - Note taking
 - Memory strategies
 - Time management
 - Independent learning skills
- Help students develop self-discipline and other self-regulatory behaviours.

3. Managing student expectations

- Your expectation of them
- Their expectation regarding what they will learn
 - Provide an overview of what to expect throughout the term
 - Explain how learning tasks align with learning goals
 - How performance factors into course grades
- Make **explicit** your **expectation** of a high level of participation

Slides I used for my first lesson of a course

**How to do
better in my
course**

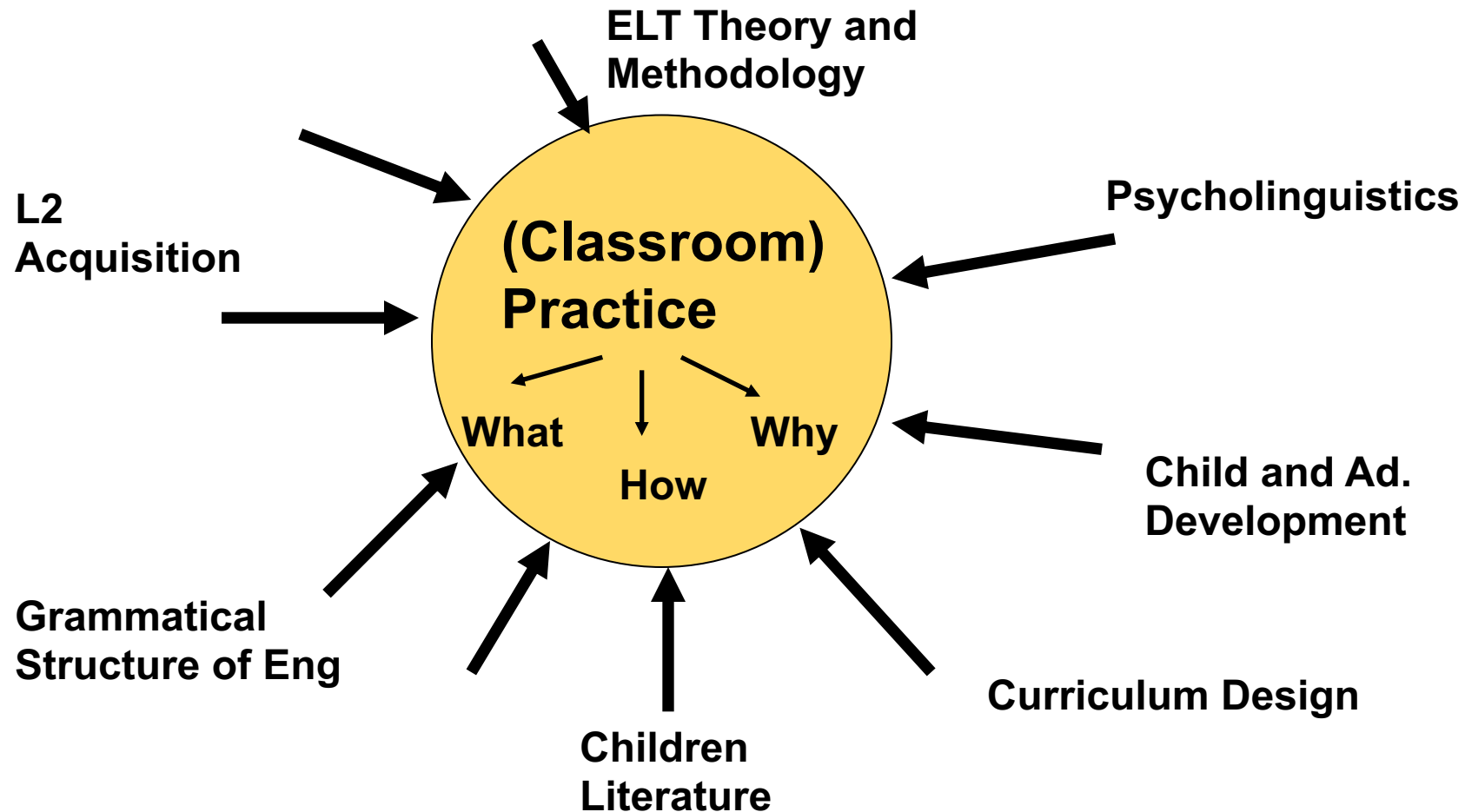
Making use of
INPUT
from

- course instructor
 - readings
 - peers
 - pupils
- self (experiences)

**My
expectation of
you**

- Participation
- Efforts
 - Learn by doing
 - Academic writing
- Independence
- Co-operation
- Reflection
- Learning from peer (collaboration)
- Ownership

4740 and other courses



4. Fostering an ethos of participation

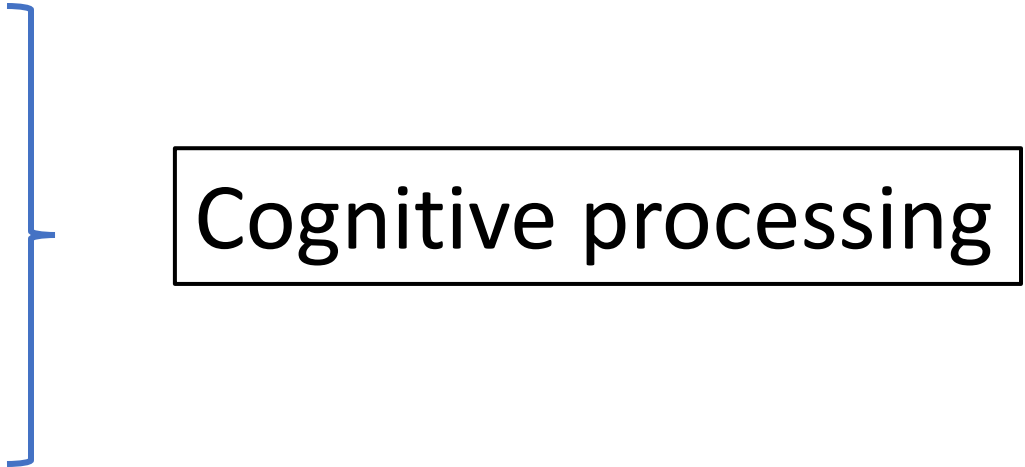
Creating a safe environment which is conducive to active participation

- Convince students that participation is a **collective responsibility**
- Convince students the significant roles of participation in learning development.
- Both teachers and students **value** and **respect** all contributions

5. Design courses which meet students' future and immediate needs

- Interest
- Motivation
- Co-curricular / extra-curricular activities
- Bring in outside speakers, alumni, practitioners to the classroom

6. Devise and organise learning activities that **elicit participation**

- Activities which require students to
 - Read
 - Comprehend
 - Discuss
 - Think and reflect
 - Produce tangible outcomes
 - Share
 - Evaluate
 - Discussion types of activities – debates, case-study analyses, role playing, jigsaws, etc.
 - Use of questioning
 - Hands-on experiences
- 
- Cognitive processing

Some features of good task design

- Task goals align with learning outcomes
- Make task goals explicit
 - informed practice
- Immediate feedback – practice with feedback
- Different levels of cognitive demand
- Variety
- Tangible deliverables
 - Closure
- Encourage collaboration
- Maximum time-on-task

Examples of active learning activities

https://www.queensu.ca/teachingandlearning/modules/active/12_examples_of_active_learning_activities.htm
|

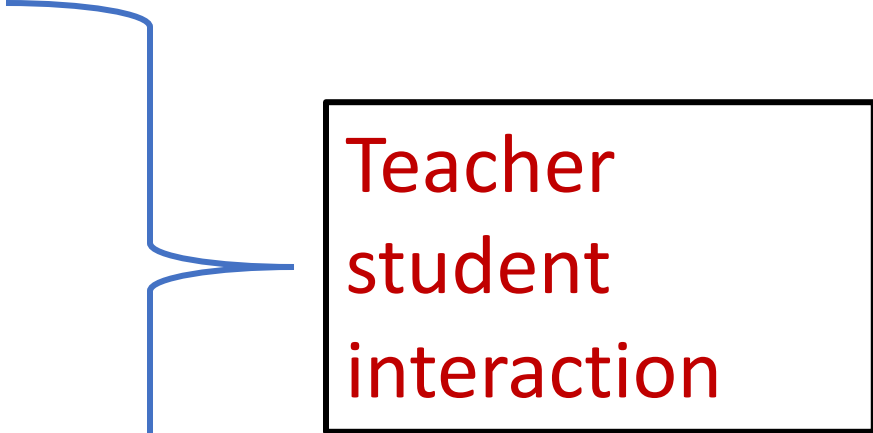
7 principles for good practice in undergraduate education*

- Encourage student teacher contact
- Give prompt feedback
- Emphasise time-on-task
- Communicate high expectations
- Respect diverse talents and ways of learning
- Encourage co-operation among students
- Encourage active learning

*Whetten (2007)

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Teacher
student
interaction

*Whetten (2007)

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- Encourage active learning



Course design

*Whetten (2007)



**Comments /
Questions**

Final remark

- Teaching is challenging because there is no one panacea that works well in all situations.
- Explore different ways to engage students and promote active learning.

Thank you!
Enjoy your role as a teacher!
